

OAKDALE ELEMENTARY

1129 Oakdale Road
Rock Hill, SC 29730

GRADES K-5 Elementary School

ENROLLMENT 556 Students

PRINCIPAL Neil McVann 803-981-1585

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Kathy Pender 803-980-5512

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
20	40	4	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

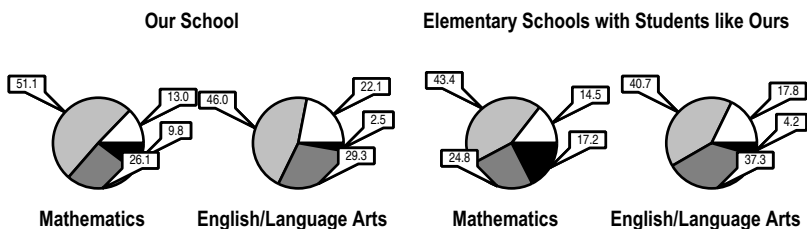
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	116	47
Percent satisfied with learning environment	97.1%	87.1%	93.5%
Percent satisfied with social and physical environment	94.4%	82.6%	80.4%
Percent satisfied with home-school relations	97.2%	90.3%	87.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	287	100.0	22.1	46.0	29.3	2.5	31.9	17.6
Gender								
Male	137	100.0	30.8	45.9	23.3	N/A	23.3	17.6
Female	150	100.0	14.0	46.2	35.0	4.9	39.9	17.6
Racial/Ethnic Group								
White	165	100.0	13.6	48.1	35.2	3.1	38.3	17.6
African-American	117	100.0	33.6	44.5	20.0	1.8	21.8	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	264	100.0	19.9	46.2	31.1	2.8	33.9	17.6
Disabled	23	100.0	44.0	44.0	12.0	N/A	12.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	287	100.0	22.1	46.0	29.3	2.5	31.9	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	285	100.0	21.9	46.4	29.2	2.6	31.8	17.6
Socio-Economic Status								
Subsidized meals	105	100.0	36.2	46.8	16.0	1.1	17.0	17.6
Full-pay meals	182	100.0	14.8	45.6	36.3	3.3	39.6	17.6

Mathematics								
All students	287	100.0	13.0	51.1	26.1	9.8	35.9	15.5
Gender								
Male	137	100.0	16.5	49.6	25.6	8.3	33.8	15.5
Female	150	100.0	9.8	52.4	26.6	11.2	37.8	15.5
Racial/Ethnic Group								
White	165	100.0	5.6	49.4	30.9	14.2	45.1	15.5
African-American	117	100.0	24.5	52.7	19.1	3.6	22.7	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	264	100.0	11.6	50.2	27.5	10.8	38.2	15.5
Disabled	23	100.0	28.0	60.0	12.0	N/A	12.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	287	100.0	13.0	51.1	26.1	9.8	35.9	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	285	100.0	13.1	50.7	26.3	9.9	36.1	15.5
Socio-Economic Status								
Subsidized meals	105	100.0	25.5	50.0	21.3	3.2	24.5	15.5
Full-pay meals	182	100.0	6.6	51.6	28.6	13.2	41.8	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	96	N/A	11.5	46.9	36.5	5.2	41.7
	Grade 4	116	N/A	12.2	44.3	41.7	1.7	43.5
	Grade 5	116	N/A	28.4	44.0	27.6	N/A	27.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	80	100.0	14.5	30.3	51.3	3.9	55.3
	Grade 4	90	100.0	24.4	40.7	32.6	2.3	34.9
	Grade 5	117	100.0	25.4	60.5	12.3	1.8	14.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	96	N/A	16.7	54.2	19.8	9.4	29.2
	Grade 4	116	N/A	11.3	34.8	32.2	21.7	53.9
	Grade 5	116	N/A	37.1	34.5	21.6	6.9	28.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	80	100.0	9.2	61.8	17.1	11.8	28.9
	Grade 4	90	100.0	9.3	40.7	39.5	10.5	50.0
	Grade 5	117	100.0	18.4	51.8	21.9	7.9	29.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 556)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.0%	Up from 1.8%	1.8%	2.4%
Attendance rate	97.0%	No change	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.1%	Down from 14.5%	21.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.8%	Up from 4.0%	7.3%	8.0%
Older than usual for grade	0.4%	Down from 0.6%	0.5%	1.1%
Suspended or expelled	0.0%	Down from 5.2%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	55.6%	Up from 50.0%	54.2%	50.0%
Continuing contract teachers	91.7%	Up from 86.8%	88.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.3%	Down from 92.1%	88.1%	86.2%
Teacher attendance rate	N/R	N/R	95.6%	95.3%
Average teacher salary	\$46,195	Up 8.2%	\$42,131	\$39,909
Prof. development days/teacher	10.0 days	Up from 8.8 days	10.3 days	11.4 days

School				
Principal's years at school	1.0	Down from 14.0	4.5	4.0
Student-teacher ratio	18.8 to 1	Down from 21.0 to 1	19.9 to 1	18.9 to 1
Prime instructional time	N/R	N/R	90.9%	89.7%
Dollars spent per pupil*	\$4,345	Down 4.8%	\$5,645	\$5,892
Percent spent on teacher salaries*	76.3%	Up from 74.6%	67.9%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, Oakdale School continued to focus on literacy. "Book Talks/Book Studies" were conducted with all faculty members using Guided Reading and Guiding Readers and Writers both by Irene Fountas and Gay Su Pinnell. Faculty members discussed strategies presented in both texts and began implementation in the classroom. A ninety minute uninterrupted literacy block was established for first through fifth grades. The music, art, and physical education teachers were utilized to support classroom literacy instruction in third through fifth grades during this ninety-minute block. As a result of this effort, the spring musical "Dream Catchers" was written, produced and choreographed by students and special area teachers. The computer lab was staffed every morning and two afternoons after school during the school year for students on "Academic Plans."

The PTO continues to play a vital role in support of the students at Oakdale. A "Literacy Closet" filled with hundreds of leveled books was established by raising thousands of dollars. The PTO continues to work many volunteer hours to support progress and programs throughout Oakdale School.

Planning for the 2003-2004 school year includes an emphasis on increasing the number of students scoring in the "proficient" and "advanced" categories on the Palmetto Challenge Achievement Test. Again next year the staff will continue to focus on literacy and writing as they work toward the inclusion of "Best Practice Strategies" into the curriculum.

Mr. Neil McVann, Principal
Oakdale Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.